**GENERAL INFORMATION AND PROFILE**

<table>
<thead>
<tr>
<th>Name</th>
<th>Luisa Plate – Jose Ortega</th>
<th>School</th>
<th>Newlands Primary School</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content/language domains</strong></td>
<td>Mathematics – Spanish</td>
<td><strong>Lesson topic</strong></td>
<td>Addition – Count on</td>
</tr>
<tr>
<td><strong>Day and time</strong></td>
<td>Friday 12pm</td>
<td><strong>Lesson length</strong></td>
<td>50 minutes</td>
</tr>
<tr>
<td><strong>Year level</strong></td>
<td>Foundation and 1 (composite classes)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Previous schooling/ Other considerations**

At Newlands the curriculum is delivered both through Spanish and English. There are four Foundation and Grade 1 classes, with 21 or 22 students who receive lessons in Spanish 50% of the time. Mathematics is taught with a hands-on nature of the subject, all students are able to follow the lesson in the targeted language relatively easily. Students from grade 1 have been exposed to mathematical language in Spanish for at least one school year. Only 4 students out of 86 in the whole grade area are exposed to Spanish at home. In the grade Foundation and 1, we do team teaching and team planning.

**Rationale**

This is the third lesson of the unit (addition). Students are able to recognize the numbers from 0 to 20 (foundation) and from 0 to 100 (grade 1)

The concept of addition has been introduced as well as some of the language used.

Data shows some prior knowledge regarding addition.

The strategy of Count on from the biggest number have been introduced.

**Links to the next lesson**

Continue developing the use of count on strategy and friend of 10 will be introduced.

**BACKGROUND – REQUIRED/ASSUMED ESSENTIAL PRIOR KNOWLEDGE, UNDERSTANDINGS, AND SKILLS**

4Cs INTEGRATED FOCUS AND LANGUAGE TRIPTYCH (Coyte, 2006; Coyte, Hood, & Marsh, 2010)

**Content**

- Foundation: Students connect number names and numerals with sets of up to 20 elements, estimate the size of these sets, and use counting strategies to solve problems that involve comparing, combining and separating these sets (VCMNA069)
- Grade 1: Develop confidence with number sequences to and from 100 by ones from any starting point. Skip count by twos, fives and tens starting from zero (VCMNA086)

**Cognition**

- Remember name of numbers from 0 to 100
- Represent numbers from 0 to 100
- Explain the concept or addition
- Recognize the biggest numbers.
- Count on Strategy

**Language of learning**


Count on from the biggest number/contar desde el número más grande.

Addition stories sentences using Super siete: Luisa tiene siete manzanas y Jose tiene dos, ¿Cuántas manzanas tienen en total?

**Communication**

¿Cuál es el número más grande? ¿Qué número es?

Tabla de números

Parte y parte

Vamos a ver un video/let's watch a video

Cantemos todos/let's sing

Tira el dado/roll the dice
### Language through learning

- **How do you say...?**  ¿Cómo se dice...?
- **Groups** - grupos / Pairs - parejas
- **Draw** - Dibuja / Sing - Canta
- **Count** - Contar / Big - grande / very good - muy bien / numbers - números / name of numbers 0 to 100 / there is/are - hay / floor - piso / Volunteer - Voluntario / one more - uno más

We are learning to... Estamos aprendiendo
- I can... Puedo
- Hoja de trabajo/ worksheet
- Fruits and animals vocabulary
- Super Siete: Hay, tiene.

### Culture

**OUTCOMES – TARGETED NEW KNOWLEDGE, UNDERSTANDING, AND SKILLS**

*4Cs INTEGRATED FOCUS AND LANGUAGE TRIPLET* [Coyle, 2006; Coyle, Hood, & Marsh, 2010]

**Content**
- **Foundation:** Represent practical situations to model addition and subtraction (VCMNA073)
  - Grade 1: Represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts (VCMNA089)
  - Grade 2: They perform simple addition and subtraction calculations, using a range of strategies. (VCMNA107)

**Cognition**
- Use a number line to resolve addition problems
- Explain the concept of two or more parts make a whole
- Recognize that the addition of two numbers make a bigger number
- Represent your own addition stories
- Applying basic addition concepts
- Apply count on strategy to resolve addition problems

**Language of learning**
- **And** - y / Addition - adición / Is - es / How many? - ¿cuántos? /
- **Cognates:** total
- Count on from the biggest number/contar desde el número más grande.
- Recta numérica: number line
- Parte y parte

**Language for learning**
- ¿Cuál es el número más grande? ¿Qué número es?
- ¿Cuánto es 3 y 12 es?
- Números del 0-100
  - Vamos a ver un video/ let's watch a video
  - Cantemos todos/let's sing
  - Hacia adelante

**Language through learning**
- **How do you say...?**  ¿Cómo se dice...?
- **Groups** - grupos / Pairs - parejas
- **Draw** - Dibuja / Sing - Canta
- **Count** - Contar / Big - grande / very good - muy bien / numbers - números / name of numbers 0 to 100 / there is/are - hay / floor - piso / Volunteer - Voluntario / one more - uno más

We are learning to... Estamos aprendiendo
- I can... Puedo
- Hoja de trabajo/ worksheet
- Super Siete: Hay, tiene

**Culture**
- Explain to students that question starters in Spanish have an accent. Briefly discuss what an accent is.
<table>
<thead>
<tr>
<th>Main macroskill(s) focus</th>
<th>- speaking and listening -counting -Mental computations</th>
<th>Main text types used</th>
<th>Flash cards numbers</th>
<th>Super 7 poster</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence and assessment</td>
<td></td>
<td></td>
<td>Interactive white board</td>
<td>Visual cards to prompt actions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Formative assessment during “show time”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Checking for understanding after the mini lesson</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Observations when teacher working with targeted groups.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- <strong>Success Criteria</strong>: I can use counting to solve addition problems.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I can use number lines to solve addition problems</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**OTHER PLANNING CONSIDERATIONS**

**Linguistic**
- Some students will still struggle with the addition vocabulary.
- New students and some foundation students are not as familiar with the numbers in the targeted language as students that have been at the school since the beginning of the year.

**Conceptual**
- Some students can't identify and represent numbers from 0 to 20 in L1.
- Some students confuse the concept of addition with place value. Eg. 3 and 2 is 32, rather than 3 and 2 is 5.
- Some students will still struggle with the concept of part and part is a whole.
- Students have different levels of mathematics.
- Students do not understand the concept of addition.

**Contextual**
- Some new students find it difficult to follow instructions in Spanish.

**Behavioural**
- Difficult concept to grasp can create students to become disruptive.

**Extension work**
- Extension work varies amongst leveled groups. Example: create addition story with higher numbers.

**PROCEDURE**

<table>
<thead>
<tr>
<th>Stage and timing</th>
<th>Teacher actions</th>
<th>Teacher language</th>
<th>Student activity</th>
<th>Key notes and resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fluency</td>
<td>Teacher to play and sing along with students the count by two’s video.</td>
<td><strong>Vamos a ver un video Cantar todos en grupo, Contamos de dos en dos.</strong></td>
<td>Students to sing chorally and follow the song.</td>
<td><strong>Song count by two’s in Spanish</strong></td>
</tr>
<tr>
<td>5 minutes</td>
<td>Teacher to use some flashcards. Teacher to bring a number up randomly.</td>
<td><strong>¿Qué número es dos más?</strong></td>
<td>Students to say the number that is two more than the one on the flashcard.</td>
<td><strong>Numbered flashcards</strong></td>
</tr>
<tr>
<td>Check for prior knowledge</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mini lesson</td>
<td>15 min</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>--------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Introduce Learning Intention and Success Criteria.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher to refer to the accent use in the words que, número and más. Teacher to model how to use the number line. Teacher to bring students to the IWB to find the answer to the addition problem. Use the iPad to roll virtual dice.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>¿qué número es?</strong> ¿qué número es más grande? Hacia adelante Uno más</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students to add numbers from the dice together using the number line as a guide. Count on from the bigger number. Represent the counting with lines skipping in the number line. Students to write the equation next to it.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interactive White Board Number line projected Super siete poster.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Independent work</th>
<th>20 min</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher to model activity using 6 number dice.</strong> Teacher to pair up the students from same level. Teacher to work with students from Level F. Students from level 1 to work with hexagon dice and 10’s dice.</td>
<td></td>
</tr>
<tr>
<td><strong>Dado Cuenta Escribe Parejas Señala Círculo Cuadrado</strong></td>
<td></td>
</tr>
<tr>
<td>Students to use the dice to find out the two numbers in the circle, then use the grid to find the total and write it in the square. Level F: normal dice (2) Level 1: hexagon dice (1) cube ten’s dice (1) Level 3 students to make their own number line on their books counting by 10’s. Use the bulls eye to find out the two parts. Use strategies to find the total. Represent the number in the number line.</td>
<td></td>
</tr>
<tr>
<td>Bulls eye 10’s and 100’s Dice: normal, hexagon and 10’s dice worksheet</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Show time</th>
<th>10 min</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher to instruct students to pack up concrete material.</strong> Teacher will ask students to show their equations and explain how they found the result.</td>
<td></td>
</tr>
<tr>
<td><strong>Guarda Seíntate en el piso Un voluntario</strong></td>
<td></td>
</tr>
<tr>
<td>Students are sitting on the floor. Some students will show their work.</td>
<td></td>
</tr>
<tr>
<td>Show and tell carpet spot</td>
<td></td>
</tr>
</tbody>
</table>